

Summary

This work is dedicated to the current issue of psychopedagogical upbringing for empathy. The result of the presented research is a signature programme promoting the development of empathy and the verification of its effectiveness. The systematic and critical analysis of knowledge allowed me to define the theoretical and research basis, both for the substantive side of the undertaking and the methodological conduct. The main assumption of the research approach was to take into account both the normative and empirical trend in contemporary pedagogy. The programme developed in this spirit addresses the important challenge of upbringing and education – finding effective ways of supporting the development of empathy in children, as a basis for many human social behaviours.

The conceptual and methodical development of the upbringing programme required defining scientifically the phenomenon of empathy in a cognitive and emotional dimension and recognizing the procedural mechanisms of its functioning. Based on verified forms of conceptual and methodical interactions an appropriate signature programme called “Good Classmate”, addressed at children aged 9-10, was built. The basis of the programme is a theoretical and research model operationalizing the psychopedagogical basis of the programme’s concept of promoting empathy development in the tested population of children.

The evaluation of the effectiveness of the programme has undergone a number of research operations within the pedagogical experiment. The obtained results allowed me not only to confirm the possibility of pedagogical promotion of empathy development within the developed Good Classmate programme but also to document the effectiveness of the programme postulate of promoting empathetic attitudes – in a cognitive, emotional and behavioural dimension. Therefore, the research allowed me to confirm the main assumption – the possibility of effectively raising the level of empathy among the participants of the programme, but above all to maintain the thesis of the positive effect on the cognitive part of empathy.

The dissertation provides, apart from the broad systematic knowledge concerning the functioning and development of empathy in children, empirically proven forms of pedagogical methods of promoting empathy and valuable suggestions for the upbringing practice.

The first chapter gives an overview of knowledge about the phenomenon of empathy from the social sciences point of view, in the depths of pedagogical and psychological approaches. The second chapter presents the major importance of empathy in human development, forming social relationships, and thus the need to create programmes supporting the development of empathy. In the third chapter my own theoretical and research model and the structure of the "Good Classmate" signature programme, promoting the development of empathy in children, are presented. In the fourth and fifth chapter the methodology of my own research using the pedagogical experiment method and analysis of measuring the effectiveness of the signature programme's impact are described. The results were subject to critical analysis, showing the prospects of developing the programme and the practical application of the collected knowledge for the pedagogical practice.